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ABSTRACT

The Asia-Pacific Programme of Education for All (APPEAL), UNESCO, is a cooperative program designed to promote education for all in the region. Its principal aim is to promote primary education, literacy, and continuing education for all and particularly for disadvantaged groups. APPEAL/PROAP has instituted the project, Promotion of Basic Education and Lifelong Learning for Gender Equality through CLCs, to improve and strengthen basic education and lifelong learning for gender equality. The project will build upon the expertise and experience of community learning centers (CLCs), which have been providing non-formal education for over 3 years, with girls and women one of their target groups. CLCs provide a supportive atmosphere for learning and have helped improve the status of girls and women in their communities. Objectives of the technical workshop held in Indonesia in March 2001 were to: review the situation in the region regarding basic education and lifelong learning for gender equality; develop a framework for undertaking a pilot study on innovative strategies for basic education and lifelong learning for gender equality through CLCs in the region; and formulate an action plan for undertaking research. Attending the workshop were 23 participants from 13 countries implementing learning centers projects supported by UNESCO APPEAL and 11 observers from Indonesia. The 13 countries are Bangladesh, Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Thailand, and Viet Nam. Work groups participated in: presentations on concepts and requirements related to basic education, lifelong learning, and gender equality, and guidelines for sharing; undertook a field visit; and discussed how to carry out their research and reach their objectives. Annexes to this final report contain a schedule of work, list of participants, opening remarks, sharing country experience works groups, and guidelines for group discussion. (BT)

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APPEAL

Asia-Pacific Programme of Education for All

Technical Workshop on

Basic Education and Lifelong Learning for Gender Equality Through CLCs

Jayagiri-Bandung, Indonesia

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UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
Bangkok, Thailand, 2001

UNESCO

Asia-Pacific Programme
of Education for All

Technical Workshop on

Basic Education and Lifelong Learning for Gender Equality Through CLCs

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INTRODUCTION

Background

The Asia Pacific Programme of Education for All (APPEAL), UNESCO, is a co-operative programme designed to promote education for all in the countries of the region. Its principal aim is to promote primary education, literacy and continuing education for all and in particular for disadvantaged groups.

In the Asia-Pacific region simple access to any kind of basic education remains a major issue for millions of children. In the year 2001 more than 113 million children do not have access to basic education and 880 million adults are illiterate, two-thirds of them girls and women. Many countries in the region have made remarkable efforts to reduce the gender gap in access and quality of education for girls since the World Conference on Education for All (Jomtien, Thailand, 1990). However, it was reported at the Global EFA Assessment Conference held in Dakar in April 2000 that "gender discrimination continues to permeate education systems." During this conference, governments and other organizations committed themselves to the attainment of six EFA goals, three of which address the need to provide equal access to quality education for men and women and eliminate gender disparities.

APPEAL/PROAP, following the recommendations of Jomtien (1990) and Dakar (2000), and responding to the commitments made by the Member States, has instituted the project, "Promotion of Basic Education and Lifelong Learning for Gender Equality Through CLCs," funded by the Norwegian Funds-in-Trust, to improve and strengthen basic education and lifelong learning for gender equality.

The project will build upon the expertise and experience of community learning centres (CLCs). CLCs have become the main institutions for basic and lifelong education at the local level. They have been providing non-formal education for over three years. Girls and women have been one of their main target groups. CLCs provide a supportive atmosphere for learning and have helped to improve the status of girls and women in their communities. Within this framework, the project aims at disseminating innovative experiences to promote equality in the area of basic education and lifelong learning regarding access (participation requirements, physical facilities, teachers, parents and community attitudes, etc.), quality (relevance of curriculum, methodology, etc.), income generating activities and safety.

UNESCO in co-operation with the Indonesian National Commission for UNESCO organized the Technical Workshop on Basic Education and Lifelong Learning for Gender Equality Through CLCs, in Jayagiri, Bandung, 28-31 March 2001.

Objectives

The objectives of the workshop were to:

- review and share the situation in the region regarding basic education and lifelong learning for gender equality;
- develop a framework for undertaking a pilot study on innovative strategies in basic education and lifelong-learning for gender equality through CLCs in the region; and
- formulate an action plan for undertaking research.

The workshop schedule of work is in Annex 1.

Participants

There were 23 participants from 13 countries and 11 observers from Indonesia attending the workshop. The participants were from countries implementing community learning centres projects supported by UNESCO APPEAL. UNESCO invited two participants from each country; one responsible for CLC activities, particularly those related to basic education and lifelong learning for gender equality; and the other a gender specialist. The 13 countries are Bangladesh, Cambodia, China, India, Indonesia, Lao PDR, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Thailand and Viet Nam (the list of participants and resource persons is in Annex 2).

Proceedings

Inauguration session: The two opening addresses are attached in Annex 3.

After expressing the participants' gratitude to His Excellency, the Minister of National Education of the Republic of Indonesia, Dr. Yahya A. Muhaimin, for his willingness to deliver a keynote address and to officially open the Asia-Pacific Technical Workshop, the Executive Chairman of the Indonesian National Commission for UNESCO, Prof. Dr. W.P. Napitupulu, reported the following:

- UNESCO PROAP and Indonesia agreed to organize this workshop at BPKB (Out-of-School Education Center), Jayagiri, 28-31 March 2001, because of its cool climate and the available facilities.
- The participants who came from 13 countries consisted of 11 men and 13 women, and these numbers qualified for the topic to be discussed, i.e., gender equality.
- The Governor of West Java Province would not only welcome the participants, but also provide dinner and a cultural performance in their honour.

- The Director-General of Out-of-School Education, Youth and Sports, Ministry of National Education, Prof. Dr. Makmuri Muchlas, Sp. Kj., would provide more detailed information on Pusat Kegiatan Belajar Masyarakat – PKBM (CLCs) throughout Indonesia.

The Vice-Governor of West Java Province, Mr. Dedem Ruchlia on behalf of the Governor of West Java Province, welcomed all the workshop participants, especially those who came from abroad. West Java was indeed very much honoured by UNESCO to organize this regional technical workshop here in Jayagiri. The West Java provincial government attaches a great value to PKBMs (CLCs) in the implementation of out-of-school educational programmes, especially in reaching our goal of no gender discrimination. At present, the people of West Java have already built 263 CLCs, most of them managed, financed and run by the communities themselves. We plan to motivate the people to build at least one PKBM per district by the year 2004, which means that in the near future there will be more than 310 PKBMs in West Java alone.

On behalf of UNESCO, Ms Darunee Riewpituk delivered a welcome address. In her address, Ms. Darunee shared with the participants the state of education in the world and the advances made since the Jomtien EFA Conference (1990). She underscored the fact that despite efforts oriented to bridge the gap between male and female literacy rates, ten years later inequality between men and women, and boys and girls, persisted especially in South Asia. She also stressed the strong correlation between literacy and social and economic indicators such as GNP and life expectancy. Within this context, UNESCO advocates the role of non-formal education in partnership with the formal education system to assist in reaching EFA. The ultimate goal is to help to build a learning society where all people are given the chance to continue the learning process throughout their lives. Regarding basic education and lifelong learning for gender equality in rural areas, an inter-sectoral approach for small-scale projects seems to be the most suitable. Projects must always be rooted in the needs and experiences of the community and arise from them. Gender planning means that women's as well as men's views, needs and goals must be included in all stages of the project cycle, including programming, implementation, monitoring and evaluation processes. Finally, she expressed firmly the need to continue working towards gender equality in the CLCs and encouraged participants to identify innovative approaches to promote this at the grassroots level. She concluded by wishing success to all participants and thanking the audience attending the opening.

In the keynote address, His Excellency the Minister of National Education reiterated that gender equality has been and will continue to be a strategic issue that needs immediate action as well as constant monitoring. This is not only because of the demographic profile, but more importantly because of the strategic role women can play in their society and the greater call of democratization. In Indonesia, for example, more than half of its population is female. And like it or not, the fact remains that a human being learns its first lessons from a female: the mother. The

quality of interactions between mother and child directly affects the child's most important capital for future success: intelligence, social skills and emotional ability.

He further elaborated that talking about gender equality means talking about giving equal access and opportunities to education, health, work and the policy-making process (the latter is the most difficult to be realized). This means that a merit system will be used to assess and compensate both men and women in their work performance. He mentioned in particular that stereotyped ideas of gender are culturally bound due to patterns of upbringing. Thus, to create successful action programmes, we must also take into account cultural values as well as legal and political conditions.

Election of Officers

After the opening ceremony, Prof. Makmuri Muchlas, Director General of Out of School Education, Youth and Sports, made a presentation on CLCs (PKBM) and showed a video on the main activities of the centres. Afterwards, the following participants were elected as officers for the duration of the workshop:

Chairperson	Mr. Napitupulu, Indonesian NATCOM Executive Chairman
Vice-Chairperson	Dr. Sharada Jain
Rapporteur	Mr. Ehsanur Rahman Director of Programmes, Dhaka Ahsania Mission

The participants of the workshop rotated to play the role of rapporteur during the group work sessions. In the plenary session, these rapporteurs presented the outputs of the groups to which they belonged.

Main Activities of the Workshop

The workshop was organized into a plenary as well as several working group sessions:

The list of the work groups is in Annex 4:

- Presentations on concepts and requirements related to basic education, lifelong learning and gender equality focusing on guidelines for sharing basic education and lifelong learning country experiences for gender equality in CLCs.
- Country experiences on basic education and lifelong learning for gender equality through CLCs.
- Field visit to observe and study basic education and lifelong learning education for gender equality at CLCs.
- Development of framework for research.
- Development of action plan for undertaking research.

Overview of the Asia and Pacific Programme of Education for All (APPEAL)

The Asia and Pacific Programme of Education for All (APPEAL) is an inter-country co-operative programme designed to promote education for all in the countries of the region. Its principal aim is to promote primary education, literacy and continuing education for all children, youth and adults as an indispensable foundation for sustainable human development and eradication of poverty.

APPEAL's programmes are conceived, planned and executed in close consultation and partnership with the relevant governmental, non-governmental and private institutions in the Member States of UNESCO in the region. The three priority programme areas of APPEAL are:

1. Reaching the unreached, the underserved and the disadvantaged population groups in rural and urban areas.
2. Promoting community participation and ownership.
3. Improving relevance and quality of basic education and enhancing achievements of all children, youth and adults.

The major activities of APPEAL include the following:

1. Training of personnel in literacy programmes
2. Materials development in basic and continuing education
3. Development of innovative and effective strategies and approaches for promoting literacy and basic education at the grassroots level. One pilot project is on the promotion of primary education for girls and disadvantage groups, and the other pilot project is on the promotion of literacy for youth and adults.
4. Support for the inter-country project on Community Learning Centres, which started in 1998. The aim is for the promotion of literacy through community participation and ownership, especially in countries that have large pockets of illiterate population groups. Under this project support is provided to participant countries in the development, testing and dissemination of grassroots-based literacy and basic education activities. These involve co-operative planning, design, execution of programmes, and the sharing and exchange of experiences.

Support for APPEAL comes from UNESCO's Regular Programme Budget, the Funds-in-Trust contributions from the Governments of Japan and Norway, grants from UN partners especially UNDP and UNAIDS, and voluntary contributions from Member States. The funds are used as a catalyst for innovative projects; for regional, sub-regional, national and community activities; for inter-country exchange through study visits and publications; and for the strengthening of networks and partnerships through the APPEAL Resource and Training Consortium (ARTC) and Literacy Resource Centres (LRC).

Gender Equality in Basic Education and Lifelong Learning: UNESCO's Approach

Girls and women's education has been one of the major challenges facing the education for all movement. In 1990, the Jomtiem World Conference on Education for All (WCEFA) reaffirmed the right to education for all and set forth as the most urgent priority striving "to ensure access to and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation" (Article 3, World Declaration on Education for All). Since then, a series of international conferences have highlighted the importance of women's education to achieve social and development goals. These include the Human Rights Conference (Vienna 1993), the International Conference on Population and Development (Cairo 1994), the World Summit for Social Development (Copenhagen, 1995), the Fourth World Conference on Women (Beijing, 1995) and the Hamburg UNESCO Fifth International Conference on Adult Education (CONFINTEA), in 1997.

Last year in Dakar, Senegal, participants in the World Education Forum committed themselves to the attainment of the six Dakar EFA Goals for the year 2015, which explicitly address the elimination of gender disparities at all levels of education (Articles 2, 4 and 5).

Regarding basic and continuing education for adults, article 4 aims at "achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults." It claims that adult and continuing education must be integrated into mainstream education and linked to poverty alleviation programmes. Literacy and continuing education are seen as powerful tools for the empowerment of women. Closer linkages among formal, informal and non-formal approaches are recommended to respond to the variety of circumstances in which adults learn.

Within this context, and with regard to basic education for girls and women, the UN Secretary launched during the Dakar World Education Forum the Ten-year UN Girls' Education Initiative (UNGEI). UNESCO is contributing to the UNGEI with three visions or approaches involving the role of basic non-formal education to promote access and quality education for girls and women. The three visions are: the gender empowerment approach to basic education, the enlarged vision of basic education, which reaches out to all age groups and specifically to the disadvantaged and excluded, and the recognition of non-formal education as essential in achieving the Dakar EFA Goals for 2015.

Following the recommendations made in these conferences and guided by the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Beijing Conference, APPEAL has been working to promote access to quality education for girls and women through different projects and programmes:

- Literacy for women's development through ALTP materials;
- Increasing the number of female teachers;
- Small-scale enterprises for neo-literates; and
- Basic education and lifelong learning for gender equality through CLCs.

CONCEPTS OF BASIC EDUCATION, LIFELONG LEARNING AND GENDER EQUALITY

The objective of this session was to generate a better understanding of the concepts **basic education**, **lifelong learning** and **gender equality**. In order to promote a participatory approach, the **station technique** was used. The participants were divided into three groups and rotated from one station (concept) to another. Therefore, all participants were able to contribute to discussion about the three concepts. The following are the results:

Basic Education

- Education for learning basic knowledge
- Primary education and lower secondary education
- Learning basic things important for life (to know and how to learn)
- Skills, ability and knowledge
- Education/skills considered to be essential to function in society
- Compulsory education (5 years)
- General education (9 years)
- Formal, informal and literacy education
- Responsibility of the Government
- As rights
  - legal
  - to education
  - free education (if possible)
- Non-formal and equivalency (adults and children out of school, disadvantaged groups)
- Teaching transactions have to be specific
- To learn, to be, to do, to know, to live together
- Mainly primary and secondary education
- From 0 literacy to – the 3 R's (Reading, Writing and Numeracy)
- Computer literacy
- Functional education
- First things for people to know how to live their lives

Education/things/skills/knowledge:

1. Essential
   - for living
   - to function in the society
   - to meet living needs
   - Attitudinal change
   - Values
   - Approach towards life and society
   - Improved self-esteem
2. Areas included
   - Literacy (read, write, count)
   - Life skills (technical, vocational, functional, communication, religious)
3. Target groups
   - For all
   - Priority = children age 5 onwards
4. Strategy
   - Formal
   - Non-formal
   - Informal

   } flexible to suit the situation of learners

Basic education should give the tools and ability to access a growing body of knowledge and to apply it in life.

Basic knowledge should help to build the capacity in people to live in society and to gain a decent level of education.

- Education: basic knowledge, basic skills and basic cultivation of mind
- The start of all learning
- Knowledge needed to be gainfully employed
- Basic equipment for people to know how to learn from their experiences
- The foundation of lifelong learning
- Skills and competence needed to make a person function effectively in society
- Basic education the main gateway to reach higher education
- To promote change and develop one's life
- Education should enable a person to perform higher thinking skills
- Compulsory education
- Preparation for getting additional education
- Learning that we all need other people to help us
- Should be free
- The whole society has to be responsible for it together

Lifelong Learning

- Education for life as a right of every human being
- "From cradle to tomb"
- Learning from experience and from the essence of life
- Education is a never-ending process and continuous improvement
- Equipping men and women with skills and competencies needed for them to function in society
- A kind of education for the whole person and improving the quality of life
- Empowerment of the learners
- Learning from formal, non-formal and informal education
- Specific for each person
- For self-actualization, self-satisfaction and confidence
- A holistic type of learning
- Can be done by each person anytime, anywhere, and in any situation
- A borderless productive learning
- Comprehensive learning
- Learning to know, to do, to be, to live together
- Flexible – not structured
- Achieving one's goal to reality
- Towards a knowledge community, learning society and knowledge economy
- Ability to create opportunity for all
- Socialization or social interaction
- Lifelong learning is possible only when there is no arrogance of knowledge and there is respect for difference and humility of attitude

Gender Equality

The group used the brainstorming method for unpacking the basic concepts **equality** and **gender** as understood in different national contexts. The concepts that emerged around **equality** could broadly be categorized under three related heads. At the final level equality manifests itself through authentic participation in social, economic and political arenas.

Participation essentially rests on ability, confidence and the practice of active engagement. Without the capacity to reflect, understand and make decisions, participation may be a mere cosmetic gesture.

Hence participation rests on two legs:

❶ Capacity to participate ❷ Experience and practice for active participation

Given the above analyses, the group placed the concept of generating equality in the following sequence of initiatives.

Capacity	Experience	Participation
• Knowledge	• Practice	• Learning how to learn
• Skills	• Continuous learning by doing	• Confidence
• Information		• Problem solving capacity
• Apprenticeship		• Emergence of leadership
• Training		• Self-reliance
• Access to learning		

The group agreed that for the final outcome of equal participation in an unequal society, initiatives must begin with investment in capacity building – which essentially is the intent of education.

Gender as a concept was distinguished from the biological concept of sex. This was seen basically as a social construct for masculinity and femininity – it is the cultural understanding of what it means to be a man and a woman.

- Although men and women can do most things equally well (or otherwise), a woman's reproductive role is special. It gives her power as well as vulnerability.
- The need to provide a supportive environment is a prerequisite for ensuring her equal participation in the world.
- This requires focused effort.
- Because men and women are both conditioned by the cultural stereotypes of gender, it is important to work with them equally for ensuring equality.

Awareness, sensitization and mobilization emerged as concepts associated with gender equality.

SHARING COUNTRY EXPERIENCES

In this session, participants were divided into three groups and usi ıg the guidelines (Annex 5) were asked to reflect on their country experiences.

1. *National Policy on Basic Education and Lifelong Learning for Gender Equality*

All governments have committed themselves to EFA and gender equality through their constitutions, education acts and policies, and as signatories of international conventions. The following are the major results of government efforts.

- Compulsory basic education
- Increased literacy rate
- Increased participation and retention, particularly of girls
- Greater education opportunities
- Definite positive move to achieve EFA goals through initiating policies and steps for implementation
- Initiating decentralization of basic education and lifelong learning
- Increased linkage/networking of government and NGO programmes as well as between different Government departments
- Gender mainstreaming not stressed in the policy documents
- Policies and plans not practiced adequately
- Social mobilization not initiated as a complement to educational interventions

2. *Innovative Programmes/Activities to Promote Basic Education and Lifelong Learning for Gender Equality*

- Loan programmes for basic education
- Self-learning packages
- Research programmes on gender equality
- Post-graduate programmes based on women's options
- Open university for both women and men

- Multimedia programmes
- Training in science and technology for women
- Capacity building programmes for women and girls
- Women's functional literacy programmes
- Equivalency programmes
- Curriculum adapted to local needs and inclusive for all special needs groups
- Scholarships for girls
- Physical facilities for girls in the schools
- Food for education
- More women teachers and increased training for them
- Review of curriculum and materials from a gender perspective
- Gender sensitive programmes in the community and for policy makers
- Gender development training materials for use at the CLC level

3. *Impact of the Programmes/Activities*

- Increased literacy rate, particularly amongst girls and women
- Change in attitudes towards education of girls and women
- Strengthened participatory approach
- Government-NGO collaboration for result-oriented interventions/ programmes on a large scale, particularly based on the experience gained from NGO programmes
- Awareness of the right to learn
- More skilled and trained women
- Increased income
- Active involvement of women in development programmes
- Potentialities of women become explicit/visible in critical thinking, problem solving and decision making
- Gender sensitivity at policy/planner level
- Increased responsibility of women
- Women's social status improved
- Negative impact on men's roles leading to increased vulnerability to women
- Boys' education rate decreased; possible imbalance in the society

- Decentralized management (management at the local level) and expansion of regional plans for implementing women's programmes
- Networking of marketing becomes strengthened
- Women's associations promoted
- CLCs promoted
- Increased opportunities for education for all, particularly for girls and women

4. *Problems Encountered*

- Lack of appropriate venues for basic education
- Shortage of local implementing agencies
- Programmes often do not respond to the specific needs of learners
- Concept of gender not clear to many planners and implementing agencies
- Inaccessible geographic locations of communities
- Shortage of resource persons
- Low motivation of implementing agencies
- Shortage of funds and resources
- Low education of women target groups
- No effective models for collaboration and coordination between GOs and NGOs or amongst NGOs
- Lack of vision for a learning society and an equitable society on the part of managers
- Gap between theory and practice
- Stereotyped roles are expected
- Traditional barriers/attitudes/values towards basic education
- Economic conditions/poverty
- Lack of a national plan
- Limited access to information
- Lack of initiatives by women
- Media stereotyping of women's roles
- Curriculum not gender sensitive

5. *How the Problems Have Been Addressed*

- Strengthening political will
- Formulating bills/laws

- Setting up specialized institutions for women and girls
- Conducting campaigns
- Promoting community-based businesses
- Training teachers
- Promoting literacy programmes in outreach areas
- Conducting advocacy programmes
- Gradually changing traditional mind set
- Establishing gender sensitivity programmes for men and women
- Establishing gender sensitivity programmes for law enforcement agencies

5. *Future Plans*

- Facilitating access to funds and resources
- Training persons in gender sensitivity
- Identifying and training local talent
- Disseminating and adopting innovative successful programmes
- Bringing flexibility to the programmes to suit the learners' situations and needs
- Establishing information centres for data collection and dissemination
- Launching research programmes
- Undertaking a more disciplined implementation of the programmes
- Introducing qualitative evaluation techniques
- Decentralizing educational management at the local level
- Encouraging greater sensitivity to monitoring techniques
- Reviewing the national curriculum
- Making employers gender sensitive
- Introducing gender sensitivity programmes at the school level
- Improving the content of textbooks
- Developing programmes for building the capacity and self-esteem of women
- Sensitizing the media
- Having target groups participate in policy making
- Establishing a quota system to ensure increased access at the management level
- Establishing distance learning to link girls to higher education

- Linking formal and non-formal education for the unreached, especially women
- Strengthening CLCs
- Setting up information communication technology (ICT) programmes for women in remote rural areas

After discussion in their groups, participants prepared short summaries of their country reports. These summary reports on basic education and lifelong learning for gender equality through CLCs follow below.

Bangladesh

The national plan documents in Bangladesh emphasize equal opportunities for women in all spheres of public life. But still women have limited access to social and civic facilities, because of their confinement to household activities. The gap between male and female adult literacy rates remains a major challenge. Non-formal education has emerged as a distinct and complementary system to formal education all over the country enlisting the commitment and endeavour of the Government and a number of NGOs. In the adult literacy field, most of the participants are women. The national adult literacy curriculum recommended content that integrates literacy skills and functional issues.

Initiatives to ensure literacy practice for the newly literate include village libraries, portable libraries, village study circles and community learning centres. Although these interventions were not deliberately planned for gender equity, the target population is largely women and a good number of women's issues are covered in the texts used in these programmes. The Dhaka Ahsania Mission (DAM) organizes community learning centres known as *ganokendra* for the purpose of literacy practice, acquiring life skills, access to information and the organization of community development activities with local initiatives. Monitoring occurs from a gender perspective covering issues like progress, attendance and dropping out.

DAM has also developed a programme framework integrating women's empowerment with an adult literacy curriculum covering three major areas – consciousness raising, organization development and income generation. A number of follow-up books and materials were developed on the basis of the curriculum framework. These books and materials are being used by many organizations in their literacy and continuing education programmes. Over the years, as women's role is becoming more visible, contents relating to gender equity in literacy materials in Bangladesh are becoming proactive.

DAM works to link various development agencies with learning centres through organizing visits of extension personnel or arranging the supply of information materials from these organizations to the centres. DAM field officials and facilitators organize issue-based discussions at the learning centers and invite agency personnel to

lead the discussion. DAM is currently implementing a number of projects integrating gender sensitization into continuing education. Some of these projects are implemented jointly with other NGOs.

After participation in post-literacy and training/discussion sessions, the learners' way of life begins to improve. The support for gender development has facilitated equal opportunity for women to join in development initiatives. The factors contributing to this intervention include proper needs assessment, appropriate content, a participatory learning process and a gender-sensitive monitoring package.

Although the absence of a continuing education framework in the country and the remote location of some CLCs pose problems for the implementation of a CLC programme, DAM plans to develop CLCs as places for rural people, particularly women, to further their learning. DAM is also working to promote technological education through CLCs to help learners, particularly rural women, cope with rapid technological change.

Cambodia

1. *National Policy*

- Making nine years of basic education for all available throughout the country
- Achieving an equal gender balance in primary enrolment
- Increasing the rate of female students in lower secondary to at least 45 per cent

2. *Innovative Programmes/Activities*

- Functional literacy combined with skill training
- Development of modules for second level literacy for girls and women, and an equivalency programme
- Parent education for early childhood development
- Capacity building in problem solving

3. *Impact of the Programme*

- Visible change in the attitude of women-headed households
- More mothers decide to send their children to school
- More income
- Learn more on equal rights in decision making

4. *Problems Encountered*

- Poverty, lack of time to participate
- Women are still bound by tradition and lack of self confidence
- High expectations of the immediate outcomes of learning/training

5. How to Address

- Training programme needs to be flexible and answer to the actual needs of the community
- Approach other partners

6. Future Plans

- Clear national action plan on gender mainstreaming
- Improve the curriculum, emphasize gender balance
- Gender sensitization programme at the policy maker level, at school level, and at grassroots level

China

1. Background

At present the Chinese government attaches great importance to education, especially to universal compulsory education for all children and thus remarkable achievements have occurred at the national level. But many provinces still lag behind. Generally, school enrolment and literacy rates are still low and access to schools is still very limited. Gansu and Guangxi Provinces are two typical examples of areas afflicted by poverty. Therefore, we have chosen these two provinces as the locations for our pilot project. Satisfactory progress has been achieved.

2. Characteristics and Functions of Community Learning Centres

The community learning centre is an informal education institute for the continuing education of adults and out-of-school children, as well as a local literacy school. Its functions are to offer literacy and post-literacy education, provide useful information and technical training, keep connections with the outside world and upgrade the equality and social status of women.

3. Main Activities

First, we established organizations for project implementation at provincial, county, township and school levels. Then project implementation groups were established in project counties. These groups selected the townships and schools that would participate in the project. Second, we organized training activities for teachers, farmers and women. The content of training focused on local agricultural activities at different seasons, including agricultural science and health, various practical new techniques, husbandry and traditional arts. Third, we compiled relevant teaching and learning materials according to local realities. Over 4,900 copies and more than 20 videotapes were distributed to farmers.

4. Benefits and Impact

The community learning centre contributes a great deal to gender equality, especially in rural areas. The implementation of the project has brought about changes. First, it has upgraded women's skills and social status. The trained women have become leading figures and play a significant role in the development of their families, as well as in the communities, by using scientific knowledge, practical skills and new techniques. This activity has made more and more people realize the importance and potential of women. Second, through the project most of the families are no longer poor, and some of them have begun to use bank loans to conduct family economic activities. Third, the project has improved basic education and upgraded the skills of local people and administrators. Due to this, they have become active and supportive participants in cultural learning and technical training, as well as sending their children to school. They have also become active in improving the schools.

India

1. Background

The Indian Institute of Education is a non-government interdisciplinary research institute that organizes five experimental CLCs through its Centre for Education and Development of Rural Women. The CLCs are established in Haveli and Mulashi blocks of Pune District.

2. Rationale

No one from outside can bring about authentic development for people. The process of development must be given a holistic perspective. Women's development cannot be considered in isolation from men's development.

3. Objectives

Community development in general and the development of women in particular are the main objectives of the programmes implemented through CLCs.

4. Types of CLCs

There are two types: a) nodal CLCs and b) satellite CLCs. The function of nodal CLCs is to provide resource backup support to satellite CLCs.

5. Nature of Programmes through CLCs

- Education: (a) rural library for farmers, artists and parents, etc.; (b) parental education; (c) training for representatives from small savings groups; d) teacher empowerment programme

- Health and hygiene: a) health education and health check-up camps; b) nurseries of medicinal plants; c) Yoyasana activity
- Economy: a) training to farmers, both men and women, in modernized technology and applications for better production; b) vocational education for women; c) organization of small savings groups
- Cultural activities for women and children

6. Impact

Participants have become self-reliant. The status of women participants has improved in the family as well as in society. Women participants have become more inquisitive and confident. In addition, they have become more analytical and practical in their approach.

Indonesia

In the national development programme, human resources development is given high priority. Each citizen has the right to obtain education as stated in the 1945 constitution. There is also a policy of nine years compulsory basic education for all children. GNOTA (Foster Parent Movement) is providing scholarships for needy children in order to achieve basic education. Another program, AKU ANAK SEKOLAH (I Am a School-child), is providing scholarships by Government for students whose families are hit by the economic crisis. For citizens who do not have access or opportunity to get formal education, the Government is encouraging education services through out-of-school education organized by the community (community learning centres).

The community learning centre (CLC) has become a place where community education activities are directed towards empowerment of the village to initiate social, economic, and cultural development. All education activities are confined to one location and it becomes easier to monitor and control the quality of learning programmes and their results. The fundamental principles of the CLC (or in Indonesia the *pusat kegiatan belajar masyarakat* or PKBM) are usefulness, meaningfulness, equality, becoming self-sustaining, harmony, meeting needs and mutual assistance. As of 2000, there were 1,400 CLCs in Indonesia.

The PKBM have had an impact on local communities:

- Previously, community education activities were difficult to monitor and evaluate, but now they are easier.
- Education programmes are now more responsive to the needs of the community.
- Learners have more flexibility in joining programmes that are more suitable.
- There are fewer illiterate people.

- Community income has increased
- There are fewer jobless people
- The centres promote a harmonious society
- They promote technological development in the community
- They promote a community-based economy

To maintain the existence and further development of PKBM, the existing weaknesses have to be overcome. The PKBM can be maintained through:

- Strengthening their management
- Training teachers
- Increasing coordination with other related sectors
- Reforming the curricula
- Decentralizing government management of out-of-school education

Lao PDR

1. *Background*

- Lao PDR is a landlocked country. Its land area is 236,800 square km. The total population is 4,574,848; 2,314,873 women or 50.6 per cent (1995 census)
- Ethnicity: categorized into 47 groups: Lao, 52.5 per cent, others, 47.5 per cent. That's why there are big disparities between ethnic groups, and between women and men in both economic and education sectors
- Literacy rate: 72.8 per cent, 47.9 per cent for women (Ministry of Education Annual Report 1998-99)
- Community learning centres: in 1990, 2; in 1999, 173

2. *National Policies*

- Basic education is compulsory education (Lao Government Decree No.138/PM.96 dated 19/7/96)
- Education Law No. 03/NA dated 8/4/2000, Article 9, and Non-Formal Education Policies of the Ministry of Education No.1510/EDC.98 dated 7/9/98 cited in:
  - Section 2, No.2.1: Non-formal education is lifelong learning for all people.
  - Section 6, No.6.2.3: The community learning centre is the implementation unit for community non-formal education activities in order to utilize the center beneficially and in a uniform manner.

3. *Innovative Programmes/Activities*

- Literacy courses
- Income generation training skills
- Health and hygiene training
- Civil instruction

4. *Main Organizations*

Government, UNESCO, UNICEF, UNDP, ADB, WB, AusAID, GTZ, CWS, CRS, ESF, IDRC

5. *Impact*

- Literacy rate has increased
- Target community living conditions have improved
- More women on the Project Community Committee

6. *Problems*

- Marketing difficulties due to the low quality of students' products or too high a price
- Irregular attendance at CLC courses due to poverty, learners have several jobs to earn a living
- Lack of gender awareness in the conservative traditional culture
- Women have few opportunities in decision making, they are only representatives of the committee. Overall, women usually lag behind men
- Revolving funds cannot be reclaimed due to mobility of recipients

7. *Future Plans*

- Set up CLC clusters
- Initiate management training for CLC committees
- Revise and adapt the curriculum for mainstreaming women and gender awareness at the community level (gender workshop/ training)
- Design learning modules

Malaysia

The Department of National Unity, Ministry of National Unity and Social Development, operates two types of CLCs, student activity centres or PAPAR and unity activity centres or PAP. There are now 17 PAPAR and 100 PAP throughout the country. Some are still under construction.

The purpose of the PAPAR is to provide adequate space and learning facilities to students living in low-cost housing areas and also to provide meaningful activities during their free time. At the same time, there is also the intention to build up a spirit of goodwill and neighbourliness and sense of responsibility among the younger generation. The facilities provided at the centres include a place to study and do homework; a reading room; tuition classes or religious classes; computer classes; counseling sessions; and indoor games.

Beginning in 2000, the neighbourhood organization, RUKUIN TETANGGA or RT, has adopted the concept of community development through lifelong education. All activities run in the RT centres will be based on the lifelong education philosophy. The centres will provide training and activities to run small businesses such as food catering, nurseries and craftwork. Other services provided are counseling, mediation, library services, computer classes, religious classes, dance classes, indoor after-school activities such as martial arts, and health classes. The centre also serves as a management centre for the RT committee to receive complaints from the residents and to provide a link between the Government and the people.

At the same time, other CLCs run by the various agencies and NGOs are:

- Department of Agriculture – extension service centres, agriculture training centres and farm mechanization training centres
- Department of Social Welfare – child activity centres
- Department of Public Health, Ministry of Health – maternal and child health sessions, community-based rehabilitation, wellness activities, medical camps, PROSTAR (staying healthy without AIDS for youths)
- MARA, Ministry of Entrepreneurship – GIATMARA centres providing knowledge and technical training in compliance with local requirements
- Kelantan Poverty Eradication Foundation – computer-based virtual learning centres connected to the Internet
- Foundation for the Development of the Poor, Perak – programme aimed at increasing self-confidence in improving the quality of life through micro credit schemes, resettlement schemes, a hostel project and the donation of books

- RISDA, Ministry of Rural Development – training and extension programme for small-holders, training and learning programmes for family members, activity centres, women's development programmes, kindergartens, computer classes, community rehabilitation centres
- Community Development Division, Ministry of Rural Development – community literacy centres in Sabah, Sarawak and in peninsular Malaysia

There are other CLCs run by many other agencies but not covered in this report.

Mongolia

1. *Background*

- Population structure (men 50 per cent, women 50 per cent)
- Literacy rate, 97 per cent (women)
- Women's basic education standards are high
- Women's attendance in education is higher than men's at all levels
- Workforce structure (men 50 per cent, women 50 per cent)
- Boys' education is given priority

2. *Policy*

- Non-formal education
- Decentralization
- Partnerships with NGOs
- Encouragement of private sector

3. *Activities*

- Training programmes
- Information services
- Consulting services

4. *Impact*

- Understanding the nature of the gender problem
- Improvement of attitudes for participation
- Improvement of family income
- Promotion of social status

5. *Problems*

- Isolated areas not served
- Lack of capital expenditure
- No decentralization
- No permanent leadership

Nepal

Nepal is a landlocked mountainous country situated between China and India. It is divided into 5 development regions, 14 zones and 75 districts populated with 22 million of which 51 per cent are females. In 1998, the literacy rate was 57 per cent (49 per cent for females 6 years of age and above).

Nepal intends to achieve the goals of "Education for All" and "gender equality in education" in non-formal as well as formal educational programmes.

Nepal has followed the following policies for the promotion of basic education and lifelong learning for gender equality:

- Massive community mobilization
- Non-discriminatory content in reading and teaching materials
- Reverse discrimination activities
- Priority to hiring women teachers
- Inclusion of the concept of gender equity in all kinds of curricula and educational materials

There are two main ideas behind government policy and planning in education: **education as the birthright of every child**, and the duty of state and local governments to educate all children. In order to achieve the goals of EFA and gender equity in education, the Government plans to implement its education programmes in collaboration with NGOs and INGOs. The Government has already developed a five-year plan for all districts under its basic and primary education programmes (BPEP II).

Basic education and lifelong learning for gender equity are being addressed in Nepal through community-based learning centres. These community centres are found in different parts of the country. Many NGOs are implementing NFE post-literacy programmes and income generating activities as well as awareness raising programmes with the cooperation of local communities.

The main activities of the centres are orientation services, seminars and workshops for local leaders and community libraries.

The target groups of CLCs are women's groups, mothers' groups, literacy and post-literacy graduates, and income generating groups. Thus the responsibility for the promotion of gender equality through education occurs at various levels.

Pakistan

Pakistan has diversified geographic regions and various cultural and traditional groups. The population growth rate is very high, i.e., 2.9 per cent per annum. The economy is predominantly agricultural. Only 43.5 per cent of the population are literate. Women constitute 46 per cent of the total population and only 25 per cent of them are literate. Political instability is a basic constraint in the delivery of basic services resulting in one of the lowest human development levels in Asia. Poor implementation of policy is due to the lack of will amongst the Government and political leaders.

The situation in education is not very satisfactory. Women are the most affected segment of the society in this respect. They have a low social status, which results in high population growth, low per capita income, and high infant and maternal mortality rates as well as malnutrition. Women are an underused source of creative energy, experience and wisdom.

There are various barriers to girls' education. These include socio-economic, policy and educational barriers, as well as poor infrastructure and traditional beliefs and practices. The positive impact of girls' education is reflected in age at marriage, desired family size and use of contraceptives.

Several education policies were introduced to achieve the goal of basic education, but poor implementation, political constraints, the low priority given to education, and a low GNP resulted in the failure of these policies. The Government is now launching a new policy collaborating and involving NGOs to meet the targets of EFA. It is a combination of formal and non-formal education.

Education in Pakistan is provided through four sectors: public, private, religious and NGOs. The public sector is meant for everyone, the private sector caters to the elites, the religious schools are attached to mosques, and NGOs serve the marginalized groups.

There is hardly any opportunity for lifelong learning especially for women. Therefore the concept of CLCs has appeared and several NGOs are working to put them into practice.

Bunyad has established CLCs known as BERTIS (Basic Education Resource Training Initiatives) at the *markaz* level to provide communities with basic education, skills enhancement, dissemination of information, micro-credit and other activities, especially to empower women. Bunyad has also established the ICE (Institute of Community Education) in Lahore to provide communities with various skills and lifelong learning opportunities. It has also developed a CLC manual with the support of UNESCO PROAP, a guidebook containing guidelines for social development and setting up CLCs.

Philippines

The Department of Education, Culture and Sports (DECS) through the Bureau of Non-Formal Education (BNFE) conducted training and workshops on planning and management to facilitators of basic literacy programmes. The training equipped participants with ways to provide alternative education in regard to basic literacy, lifelong learning and gender equality.

The following are the programmes for basic literary, lifelong learning and gender equality: (a) Functional Education and Literacy Programme (FELP); (b) Non-Formal Education Accreditation and Equivalency (NFE A&E); (c) Special Project on the Development of an Equitable Learning System for Indigenous People with Focus on Women and Girls; (d) NFE Mobile Programme; (e) female functional literacy; (f) Community Action on Child Labour Programme for Parents of Working Children (CLP-PWC); (g) education for women and girls in slums; (h) capacity building of literacy resource centres for women and girls; (i) literacy empowerment against poverty; and (j) a literacy project for peace and development in Mindanao.

In terms of impact, the men and women were provided opportunities to upgrade their skills, knowledge and competencies to improve their social, political and economic well being.

There are factors that affected the impact of the project. We have the full support of the DECS at all levels, sufficient funding assistance from the Asian Development Bank, highly motivated BNFE staff, coordination and linkage with local government units, other government and non-government organizations, such as civic organizations and higher institutions of learning, the commitment of international managers and literacy facilitators, the managerial capabilities of service providers, the political commitment of people in the community, the strengthened capability of BNFE, a wide range of media coverage, well-developed Information Education Communication (IEC) materials, sufficient international materials and the strong desire of learners to obtain certificates comparable to elementary and secondary education.

However, there are problems encountered by women and men. Thus we have the lukewarm attitude of some service providers, migration of learners, limited staff to supervise the project, and the distance of the learning centres from the residences of learners. Some of these problems have been resolved, but other issues could be addressed by increasing the budget of local government units to support learners and their needs. There could also be steps taken to strengthen NFE A&E as an alternative learning system, introduce new core modules to be used by learners, and translate existing literacy modules in Filipino into local dialects.

In the future, we plan to extend literacy support to other regions by providing technical assistance and by facilitating access to international and local donor institutions. We also intend to raise awareness among government and non-government organizations to advocate the need of setting up learning centres in all local communities.

Thailand

1. *National Policy*

- The constitution declares that any Thai citizen is entitled to 12 years basic education, and thus the Government has to provide free basic education to its population
- The National Education Act, to be in effect in 2002, extends compulsory education from 6 years to 9 years and provides 12 years of free basic education for all Thai citizens
- Lifelong learning is stressed as a key principle in educational provision
- People can choose to study through formal, non-formal or informal education systems, and they can transfer their knowledge amongst these systems
- The Government is currently stressing the following fundamental areas: building the nation, human resources development and jobs creation
- The CLC has to play a major role in the educational provision and holistic development at local level

2. *Innovative Programmes to Promote Basic Education and Lifelong Learning for Gender Equality*

- NFE learning programmes up to upper secondary education
- A two-year tertiary education programme in collaboration between the Department of Non-Formal Education and the Rajabhat Institute to upgrade the competency of local leaders
- Income-generating programmes and short courses in skills training
- Distance learning via satellite and learning via multi-media at CLCs
- Life skills programmes
- Sports, recreation, cultural and environmental conservation programmes

3. *Impact of the Programmes*

- Greater access to higher levels of education for both men and women
- Increased incomes
- Greater job opportunities
- Competency development of people in the community

4. *Problems Encountered*

- CLCs are still available only at the sub-district level, not at the village level
- Marginalized groups still have less opportunity for access to education
- Some local administration councils are not yet ready to provide a budget for CLC activities although they are willing to administer CLCs

5. *Future Plans/Trends*

- Decentralization of authority to local administrative councils to run CLCs
- Local administration councils will hire CLC teachers and supervise all development activities conducted in CLCs
- Activities organized at CLCs will be more responsive to the needs and well being of local people

Viet Nam

1. *National Policy*

Education in Viet Nam is a right and obligation of citizens (1992 constitution, 1998 law of education). Therefore, basic education is compulsory. In Viet Nam, basic education and lifelong learning for gender equality are aimed at all target audiences from children to youth and adults. The areas and activities of basic education and lifelong learning for gender equality in our country are as follows:

- Preschool Education
- Universalization of primary education for children ages 6-14
- Literacy and post-literacy for adults
- Continuing education

The main organization responsible for the promotion of gender equality in basic education and lifelong learning is the Ministry of Education and Training in coordination with other concerned ministries, NGOs and international organizations.

2. *Innovative Programmes/Activities to Promote Basic Education and Lifelong Learning for Gender Equality at the CLC Level:*

- Organizing various kinds of training in agricultural technology, seminars, group discussions and talks on various topics related to the needs of villagers such as nutrition, mother and child care, family planning, personal hygiene, village sanitation, environment protection, citizenship, children's and women's rights and responsibilities
- Operating literacy, post-literacy and equivalency classes
- Establishing and upgrading libraries at CLCs
- Promoting socio-cultural, sports and recreation activities for the villages

3. *Impact of the Programmes:*

- The illiteracy rate has been reduced dramatically, from 95 per cent in 1945 to 6 per cent in 2000
- Women's basic knowledge, awareness and family income have been raised
- Women's participation in social life has improved

4. *Problems Encountered:*

- Poor family economic conditions
- Women's low education level, low awareness, low self-confidence
- Different perception of society and culture in the community
- Marriage of girls before maturity

To deal with difficulties:

- Develop an appropriate delivery system of literacy for women
- Offer child-care services
- Establish credit and saving programmes for women's groups

5. *Future Plans*

- Promoting post-literacy for women to strengthen their literacy skills
- Introducing various kinds of lifelong education programmes for women such as population and environment education, nutrition and maternity care education, credit and marketing, women's roles and abilities, women's rights
- Providing women with necessary social services to help them to participate fully in community activities
- Increasing access for women to basic education and lifelong learning by establishing CLCs

FIELD VISIT

A. Summary of the Field Visit

Participants were invited to visit two learning centres: ALPA Community Empowerment and Learning Resource Center for Community Empowerment.

The objectives of the field visit were to look at the community learning centre as the institution for the promotion of basic education and lifelong learning for gender equality.

1. Learning Centre No. 1 : *ALPA Community Empowerment Model: Learning Centre*

The learning centre has two main objectives:

- Reducing illiteracy and poverty
- Contributing to community harmony and welfare

The concept behind the model was the notion of seeing a **problem** as an **opportunity**. This model was created through experiences dealing with community and business problems.

There were five specific problems identified in the community:

- Unemployment, poor education and lack of skills.
- Limited financial support from the Government for improving the CLC.
- Business difficulties resulting from conflicts between employees and manager, as well as employees lacking skills.
- Without integration with business activities, the CLC only trained people for unemployment.
- Poor, unskilled and undereducated people lacked the motivation to join the learning programmes.

The solution to the above problems was the establishment of the ALPA Community Empowerment model in which the ultimate goal is the creation of new entrepreneurs.

The accelerator/motivator of the system is the educational programme.

The six educational programmes conducted at the learning centre are:

- Kindergarten
- Literacy programme
- Package A, B, C, educational programmes
- Mechanical training
- Entrepreneurship training
- Cooperative education

After the orientation, the group was divided into two with an assigned guide for each group.

Highlights of the ALPA CLC model were the following:

- Highly motivated learners in an environment of freedom of expression
- Higher skills and regular incomes
- Increase in community income
- Several people becoming independent suppliers and entrepreneurs
- Increased company sales, increased company coverage over Indonesia
- Upgraded educational status of out-of-school youth and adults (several learners finished cooperative programme)
- Learner progress measured through observation and assignments rather than paper and pencil tests
- Instructional materials provided to learners by tutors
- Tutors with appropriate credentials
- Personal problems or conflicts discussed in private as most learners are adults

Issues and concerns:

- High dropout rate
- Inadequate socio-cultural activities

Future plans:

- The company will expand the market for independent entrepreneurs.
- Workers will receive more benefits such as incentives/awards, etc.
- The company also plans to give shares to workers
- Workers will have the freedom to sell their products to other companies or to sell their products to the company itself

Recommendation:

- The company should conduct case studies to keep track of the success stories of graduates of the programme

2. Learning Centre No.2: *Learning Resource Centre for Community Empowerment*

An orientation was conducted to update the participants on the past and present conditions of NGOs in Indonesia.

At present the NGOs are more familiar with learner problems and the community, as well as their role as agents of change and as effective partners of the Government in implementing programmes effectively.

- Involvement of many income-generating programmes for farmers in marginalized rural areas
- More oriented in problem solving areas

In past situations:

- Community–based programmes are supported by non-formal education
- Elucidation programmes successfully increase the initiatives of the community but sometimes lead the community to become dependent on outside assistance

Discussion of the basic problems of people concerning how to cope with change, specifically on:

- The role of NGOs as agents of change
- Communication
- Learning media

The strategies used respond to the problem through community development organizations via the participatory communication programme, networking and building the capacity of the Learning Resource Centre for Community Empowerment (LRCCE).

The programme's general objective is to promote people's empowerment.

1. Impact of the Programme

- Access to community information
- Defined group role (assistance to other NGOs)
- Awareness of community
- Community participation
- Collaborative efforts
- Community control of the transformation process
- Assistance to other NGO sites

2. *Centre Activities*

- LRCCE permanent committee meetings
- Elections
- Implementation of network meetings
- Media development training
- Literacy programme monitoring and evaluation
- Review of literacy participatory research design
- Fund raising campaigns
- Coordination and communication
- Reference service
- Data on literacy status, provincial and national levels

3. *Issues and Concerns*

- Funds to support the programme

4. *Future Plans*

- Expand the learning centre
- Render more assistance to other NGOs through networking and collaborative efforts with other organizations

B. Reflections on the Field Visit

The participants reflected on the field visit using the technique of **brainstorming**.

- During the **first** visit, orientation was very comprehensive. We could observe successful entrepreneurs. Initially they had funding problems. From the outset, the company encouraged direct market interaction. It can be replicated
- The market is important. Upgrading of skills is very important. Flexibility in scheduling allows different groups to participate in the learning process
- Elicited cooperation of the community
- Literacy classes for women included livelihood skills, such as banking
- The learning centre was needs based. Literacy alone cannot be effective
- The choice of the technology is wise. The focus has to be retained
- What is the basic pay? Are the workers exploited? What kind of protection?
- Minimum wage?
- Not clean
- Community needs are met: literacy and livelihood – employment

- The group is limited – it should expand the activities
- Strong structure – good planning. Upgraded the skills. Learn by practice
- Market is taken care of; however, in an agricultural unit this is difficult
- Skill training can be assessed
- Equivalency?
- It looked like a factory. Do they go through the whole process?
- Is it only one task?
- In terms of job creation, it is good
- There was good motivation
- Payment of the instructor in percentage of sales is a good idea
- The effort of the centre is to train people to become entrepreneurs in one part. But they must know the whole to become independent manufacturers
- The CLC was very impressive, and showed interdependence
- Systematic work with the whole community and good use of community resources
- How to build growth in knowledge, how to join systematic training
- New idea: interface of education, skills training and market
- The living conditions were dark. Health care could be integrated
- Learning materials should be available for all in a reading corner at the CLC
- The **second** resource centre has just started as a **middle person**. It may become a strong power as a link
- The media centre was a good concept. Strategic alliance. It focuses on human beings or is it profit oriented?
- The media centre is serving the NGOs. There is no direct link with the community
- It is a good example of partnership between public and private sector, GO and NGO and educational enterprise

The workshop participants enjoyed the opportunity to visit these two centres.

FRAMEWORK FOR RESEARCH

A. Framework to Identify Best Practices

Preamble

As we work towards improving the quality of life through education, we must start by looking at gender equality at the grassroots level. However, there are some groups that are marginalized through social status, gender, or exclusion.

- Are there initiatives that address this marginalization?
- What kind of research and initiatives are needed?
- What kind of project or projects offer examples of **best practices** to inspire these initiatives?
- How can we identify best practices?

Indicators

1. Area of implementation:
- Poor rural areas, urban slums, remote areas, marginalized areas, minority areas.

2. Target groups:
- Disadvantaged groups.

3. Strategies:
- Involvement of community, government organizations and NGOs from the outset of the project.

4. Activities:
- Activities geared to the needs of the community.

5. Indicators of project implementation:

   a. Basic education

   5.1 Structure and systematic plan of action:
   - Plan drawn up within .....months
   - Collaboration on plan development through networks during 3-day meeting
   - Meeting of planners representing networks
   - Data collection within .....months
   - Setting up information centre

- Methodologies for planning
- Community participation in planning process

5.2 Preparation of facilities:

- Open classroom
- Office equipment: typewriter/computer
- Tables, chairs
- TV and radio
- Information desk
- Library
- Book and radio cases
- Cassettes
- Water supply
- AVA equipment
- Recreation

5.3 Learning materials:

- Texts and workbooks
- Posters
- Magazines and newspapers
- Supplementary and self-learning books
- CD-ROMs and tapes
- Qualified team to produce learning materials
- Local experts and teachers

5.4 Local curriculum development:

- Training
- Curriculum adapted to local needs
- Guidebook
- Syllabus
- Manual
- Teaching aids

5.5 Implementation:

- Translation service
- Enrolment rate
- Teacher qualifications
- Schedule
- Dropout rate
- Number of graduates
- Accreditation system
- Percentage of women and girls participating
- Evaluation

- Field visit
- Involvement of community
- Follow-up programme
- Teaching practice

5.6 Programming and evaluation:

- Tools for research: questionnaires, interview schedules, etc.
- Schedule for monitoring and evaluation
- Evaluation team
- Budget allocation
- Research team
- Periodical reports
- Feedback mechanisms
- Participatory actions of learners of community

b. Lifelong learning project

5.7 Indicators:

- Set up resource learning centre in community
- Integrated system of NFE + FE + IF
- Programme of lifelong learning for women and girls
- Conduct various post-literacy programmes
- Accreditation system
- Interest group performance
- Reading contest activities
- Meetings with stakeholders, NGOs, media
- Contributions

6. Sustainability of project:

- Strong and continuous community participation
- Permanent key person and strong leadership of CLC
- Strong networking with GOs, NGOs
- Good management of CLC and project

7. Resources:

- Mobilization of local resources (human and natural)

8. Outcomes:

- Increased community awareness on the importance of women in education
- Increased mobilization and participation of the community in education
- Increased literacy rate
- Optimized use of local resources
- Increased awareness on the importance of education

9. Impact:
- Capacity to make decisions for herself and her family
- Attitudinal change towards herself and her fmaily
- Women become change agents
- Awareness of the rights of women as defined under the Women's Charter and the respective country's laws
- Improvement in gender consciousness
- Increased participation in gender programmes
- Strengthened networking in gender programmes

Implementation Process:

1. Pre-implementation phase
2. Implementation phase
3. Post-implementation phase

1. **Pre-implementation phase:**
- identification of location
- needs assessment survey
- needs assessment analysis
- needs identification
- identification of target groups
- possible solutions
- identification of local potential resources (natural and human)
- structured and systematic plan of action
- identification of facilities
- development of personnel
- when, what, why and how

2. **Implementation phase:**
- participatory approach through group meetings
- basic education programmes
- income generating programmes
- post-literacy programmes
- resource centre
- tools for evaluation

Areas of implementation:
- poverty-stricken areas, rural areas, urban slums, remote areas, marginalized areas, ethnic minority areas

Target groups:
- disadvantaged groups

Strategies:
- community participatory approach
- different training for implementation

- gender oriented
- flexible training modules, curriculum, learning materials
- flexible scheduling
- networking with partners

Activities:

- orientation
- training
- role play
- workshop
- counseling
- information
- dramas
- movies
- videos
- talks
- discussion
- field studies
- on-the-job visits
- case studies

Budget:

- Funding sources from GOs, NGOs, Government, UNESCO, other UN Agencies, community, corporate organizations and private individuals

Expected input:

- Local resources and talents

Expected outcomes:

- Increased literacy rate for women
- Increased skills amongst women
- Improved knowledge and skills

3. **Post implementation phase:**

- Continuous self-evaluation of individuals and CLCs
- Mentoring programme
- Frequent follow-up
- Synergetic approach
- Increase in capacity building

Conclusion

The issue of gender equality relates to a rethinking of the social construction of gender and revising fresh relationships.

Therefore the shift has to occur at both points:

- those who are subordinated
- those who exercise power (knowingly or unknowingly)

Gender issues are not just women's issues but rather issues affecting the family, community, society and country. Through basic education and lifelong learning in the CLCs of this region, we hope that there will be a conscious effort to address the issues of gender equality and to see gender as partnership in development.

B. Outline of the Content of the Report

Framework of the country case study:

1. Background
- National policy
- Problem statement
- Rationale for the study: survey of best practices, identification and selection

2. Objective/s of the study
- General objective/s
- Specific objective/s

3. Methodology of the study
- Case study

4. Description of the study
- Details

5. Presentation of the findings
- Lessons learned

6. Conclusions and recommendations

Some Suggestions for the Report

- It shoudl present the sensitive, qualitative dimensions of the initiative. It should also incorporate the voices of the participants: community leaders, women, men, and trainers.
- It should include significant small anecdotes that reveal processes.
- It can include photographs.
- It can include accompanying line drawings, cartoons, or poems to reveal processes.
- It would be good to include struggles, mistakes and revisions in strategies to provide realistic insights.
- A balanced version of lessons-learned would be helpful. This would require identifying the necessary and sufficient conditions for achieving results.

JOINT ACTION PLAN IN YEAR 2001

No.	Activities	Data					
		M1	M2	M3	M4	M5	M6
1.	Sign contract with UNESCO						
2.	Exploring projects with excellent practices						
3.	Project selection						
4.	Research design						
5.	Construction of instrument for the study						
6.	Field study/data collection						
7.	Analysis of data						
8.	Validation of initial findings						
9.	Writing of report						
10.	Submission of the report to UNESCO						

Annexes

SCHEDULE OF WORK

Tuesday, 27 March 2001	Arrival of participants in Jayagiri, Bandung
Wednesday, 28 March 2001	
08:30 – 09:00	Registration for the Workshop
09:00 – 09:45	Opening Ceremony
09:45 – 10:00	Coffee break
10:00 – 10:15	Prof. Dr. Makmuri Muchlas, Sp.Kj. Explanation of the PKBMs
10:15- 10:30	**Agenda 1** ▪ Introduction of the participants ▪ Briefing about the meeting (procedures and objectives)
10:30 – 12:30	**Agenda 2** ▪ Introduction to APPEAL's programmes ▪ Concept and understanding of basic education, lifelong learning, and gender equality and equity.
12:30 – 13:30	Lunch break
13:30 – 16:30	**Agenda 3** ▪ Presentation of guidelines for sharing basic education and lifelong learning for gender equality ▪ Sharing country experiences (group work)(working break)
16:30 – 17:00	**Agenda 3** ▪ Sharing the group discussion outcomes in the plenary Q & A
17:00- 17:15	**Agenda 4** ▪ Introduction to the field visit

19:00	Welcome dinner by the Governor West Java, Mr. Nuriana at Sindang Reret Restaurant, Cikole Lembang
Thursday 29 March 2001	
08:30 – 17:30	**Agenda 4** ▪ Field visit to Driya Media Studio and PKBM
Friday 30 March 2001	
8:30 – 9:30	**Agenda 4** ▪ Reflections on the field visit
09:30 – 10:15	**Agenda 5** ▪ Development of framework based on country experience and field visit
10:15 –10:30	**Coffee break**
10:30 – 12:00	**Agenda 5** ▪ Development of framework (continued)
12:00 – 13:00	Break for lunch
13:00 – 16:00	**Agenda 5** ▪ Development of framework (continued)
16:00-17:00	**Agenda 5** ▪ Adoption of the framework
19:00	Dinner hosted by UNESCO PROAP at Panorama Restaurant
Saturday 31, March 2001	
8:30 – 10:15	**Agenda 6** ▪ Development of joint action plan
10:15 – 10:30	Coffee break
10:30 – 12:00	**Agenda 6** ▪ Development of joint action plan
12:00 – 13:00	Lunch
13:00 -	**Agenda 6** ▪ Adoption of joint action plan ▪ Closing of the meeting
19:00	Traditional Indonesian dancing

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OPENING REMARKS

Welcoming Remarks

by Dr. Yahya A. Muhaimin
Minister of National Education
Chairman of Indonesian National Commission for UNESCO

Distinguished participants, Ladies and Gentlemen,
Assalamu'alaikum Wr. Wb. Peace upon all of us

Let me extend my warmest welcome to all of you to the Out-of School Learning Centre or *Balai Pengembangan Kegiatan Belajar (BPKB)* of our Ministry. I hope the three-hour-long drive up here will be justified by the cold and refreshing atmosphere. And I hope the green lush surroundings will help you compile, share and synthesize innovative approaches to gender equality in basic education and lifelong learning.

Multiple Aspects Approach, Concerted Efforts

Ladies and gentlemen,

Gender equality has been and will continue to be a strategic issue that needs immediate action as well as constant monitoring. Not only because of our demographic profile, but more importantly because of the strategic role women can play in society and the greater call of democratization. In Indonesia, for example, more than half of its population is female. And like it or not, the fact remains that a human being learns its first lessons from a female, the mother. The quality of interaction between mother and child directly affects the child's most important capital for a future success: intelligence, social skills and emotional abilities.

To reflect the importance of gender equality in national policy-making, starting in 1993 we had a special State Ministry for Women's Role, later to be turned into the Ministry of Women's Empowerment. Programmes designed are then implemented in coordination with various ministries, such as the Ministry of Education and the Ministry of Health.

Talking about gender equality means talking about giving equal access and opportunities to education, health, jobs and the policy-making process. (The latter is the most difficult to be realized). This means that a merit system will be used to assess the competence of both men and women in their work.

No doubt education plays a vital role in promoting gender equality awareness, but it is not enough. When writing a preface to a UNESCO booklet, *Passport to Equality* (September 1999), the Director-General of UNESCO stated briefly:

> *"It is by providing men and women with the same conditions of access to education and by eliminating all stereotyped ideas about the roles of men and women in society that we can move towards greater equality. Education is a basic human right, and each human being deserves to become master of his/her destiny."*

The stereotyped ideas are culturally bound, due to patterns of upbringing. Thus, to create successful action programmes we must take into account cultural values, as well as legal and political conditions.

In the late 1990s, for example, education has balanced the illiteracy rate among Indonesian males and females in the age bracket of 10-14 years (1.53 per cent to 1.70 per cent), compared to the age bracket of over 45 (18.73 per cent to 43.04 per cent). Yet Indonesian women's participation in the fields of engineering, science and technology is still low. This probably reflects a cultural bias affecting women's choices of employment. Aside from that, cross-cultural sensitivity is very much needed because programmes that work well in one area do not automatically succeed in other places. They need to be "refitted" to the specific values and norms of the intended communities. Last, but not least, current social-political changes should be considered and their impacts weighed. There are warnings from experts that the greater autonomy to be given to regional government in Indonesia would only push women further to the periphery instead of giving greater access to them.

Community Learning Centres: an alternative medium

Ladies and Gentlemen,

Education can be provided through various media. While the majority of our youngsters can go to school, there are those who can't. The reasons vary, but the most important reason for not attending is poverty.

Since 1996, the Ministry of Education has promoted CLCs as a delivery mechanism to provide access to education to the most disadvantaged groups, especially out-of-school children. In West Java province alone, the communities organized, financed, managed and operated about 200 CLCs, which we call PKBM (*Pusat Kegiatan Belajar Masyarakat* – Community Learning Activities Centres). In these centres, not only literacy and continuing education programmes are being implemented but also income-generating programmes, apprenticeships and other educational programmes needed by the community members, men and women alike. Later on, the Director General of Out-of School Education, Youth and Sports, Prof. Dr. Makmuri Muchlas, will give you a more detailed view of PKBM in Indonesia. I understand that during this workshop you will visit a CLC especially for women and another one for both men and women in the nearby areas.

As I look at the UNESCO Working Document, "Education for All, Gender Equality, A Strategic Framework for the Role of Basic Non-Formal Education," three areas need to be given our fullest attention in order to reach the goals of gender equality, equitable access, and quality of education and learning.

a. integrate with diversity basic non-formal education and the formal education system

b. advocate for a policy change

c. research on and for gender equality in basic non-formal education

In closing, let me quote an old saying, "God created West Java smiling," to refer to its beauty and splendour. I hope your experience here will testify to that. And I sincerely wish you a constructive workshop and enjoyable stay in Jayagiri and Indonesia.

Billahi taufieq wal hidayah. Wassalamu'alaikum wr. Wb.
May God grant us enlightenment and guidance.

Welcoming Remarks

by Darunee Riewpituk
Specialist in Continuing Education

On behalf of UNESCO, I have the honor and privilege to welcome you to this workshop. My colleague and I wish to convey our warm greetings and best wishes to you all.

As you are all aware, the World Education Forum was organized last year after the Jomtien Conference on Education for All held 10 years ago. The number of primary school children has increased globally from 600 million to over 680 million. The number of children not in school fell from 127 million to 113 million globally. There has been a slight improvement in the gap between the enrolment of girls and boys, although there are still more boys in school in almost every region. Girls still account for 67 million of the children who are not in school, around 60 per cent of the total. Considering the number of illiterate adults, it fell from 895 million in 1990 to 880 million in 1998. The literacy rates for young people aged 15-24 increased slightly from 84 per cent to 87 per cent between 1990 and 1998. Despite the gains made by women in this area, there is still a long way to go in terms of gender equality. In 1990, there were 8 literate women for every 10 men. This rate had only slight improvement over the decade. In the Asia-Pacific region, the female illiteracy rate is still very high in certain countries, especially in South Asia. The problems are mainly in the most remote rural areas. The most common alternative approach is the empowerment approach, which aims at empowering women through greater self-reliance. There are many tools to achieve women's empowerment. Education is one of them. In the last ten years, the recognition of the importance of education for girls and women has been increasing by many governments and other institutions in many countries. There is therefore the need for drawing the attention of policy makers to these data to impress upon them the fundamental importance of educating girls and women. There is a link between literacy and life expectancy. Similarly, there is a correlation between GNP and literacy. Literacy and education programmes for empowering women should be linked with other development initiatives and programmes, making them active in the designing, implementation, monitoring and evaluation of the programmes.

The target of UNESCO and the countries of Asia is to achieve Education for All (EFA). UNESCO believes that it is the combined approach of promoting primary education, literacy and continuing education, which will assist us in reaching EFA. This can be achieved not only through formal education/schooling, but the addition of non-formal education also plays a vital role. The non-formal education movement has achieved a great deal in compensating for the failure to provide universal primary

education, to eradicate adult illiteracy or to expand opportunity to proceed to secondary education. Many countries are promoting lifelong learning, which gives people a second chance, and also of ensuring a continual growth and upgrading of human resources throughout the lives of all citizens. Appropriately educated people develop positive attitudes and skills, can improve the quality of their work and can increase their incomes. The ultimate goal of lifelong learning is a learning society where all people are given the opportunity to continue the learning process throughout their lives. As more people become involved in lifelong learning and improve their educational standard and way of life, more will be involved in social decision making at all levels.

In order to obtain more satisfactory and lasting results, one of the best strategies for basic education and lifelong learning for gender equality is based on an inter-sectoral approach and small-scale projects. Projects that take account of the local circumstances and encourage initiatives by the community itself are the most suitable for rural women. To empower women, it is important to work with boys and men as well. The gender and development approach, a popular approach, aims at integrating gender awareness and competence into mainstream development. Development activities may affect women and men differently, and there is the need to apply appropriate gender planning in order to ensure that the resulting conditions and results are equitable to women and men.

One mechanism that we find efficient in providing basic and lifelong education is through community learning centres. This is an effective mechanism for empowering individuals and promoting community development. The ultimate purpose of a learning centre is to help a community to become self-reliant in education and to emerge as a true learning society. In many countries, the target group of the centre is women.

Now it is time to identify the activities that bring about empowerment and to find out how the activities of the CLCs promote and assist in empowering women and promoting gender equality.

I hope and am confident that the collaborative exercise we will be undertaking during the workshop will help us to find ways and means to promote and strengthen basic education and lifelong learning for gender equality through CLCs. After the workshop, a framework for undertaking research study in this area and action plan will be brought back by all participants to their own respective countries for an actual implementation.

I wish our workshop every success. Thank you.

Annex 4

SHARING COUNTRY EXPERIENCES: WORK GROUPS

Group A

1. Mr. Ehsanur Rahman	Bangladesh
2. Mr. In The	Cambodia
3. Mrs. Tey Sambo	Cambodia
4. Mrs. Redya Betty D.	Indonesia
5. Mrs. Ram Pyari S.	Nepal
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7. Dr. Helen Banez	Philippines
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7. Mr. Munkhjargal Davaasuren	Mongolia

GUIDELINES FOR GROUP DISCUSSION ON BASIC EDUCATION AND LIFELONG LEARNING FOR GENDER EQUALITY

Discussion (2 hours and 10 minutes)

1. **National Policy on Basic Education and Lifelong Learning for Gender Equality (20 minutes)**
2. **Innovative programmes/activities to promote basic education and lifelong learning for gender equality (30 minutes)**

- Area(s) covered by the programmes/activities (basic education, lifelong learning education, income-generating activity, environment, health, HIV/AIDS etc.)

3. **Impact of the programmes/activities (30 minutes)**

- How have women and men benefited from the project? (increased status, upgraded knowledge, capacity building, increased awareness, capacity in planning and making decisions, food, clothes, employment, increases in salaries etc.)

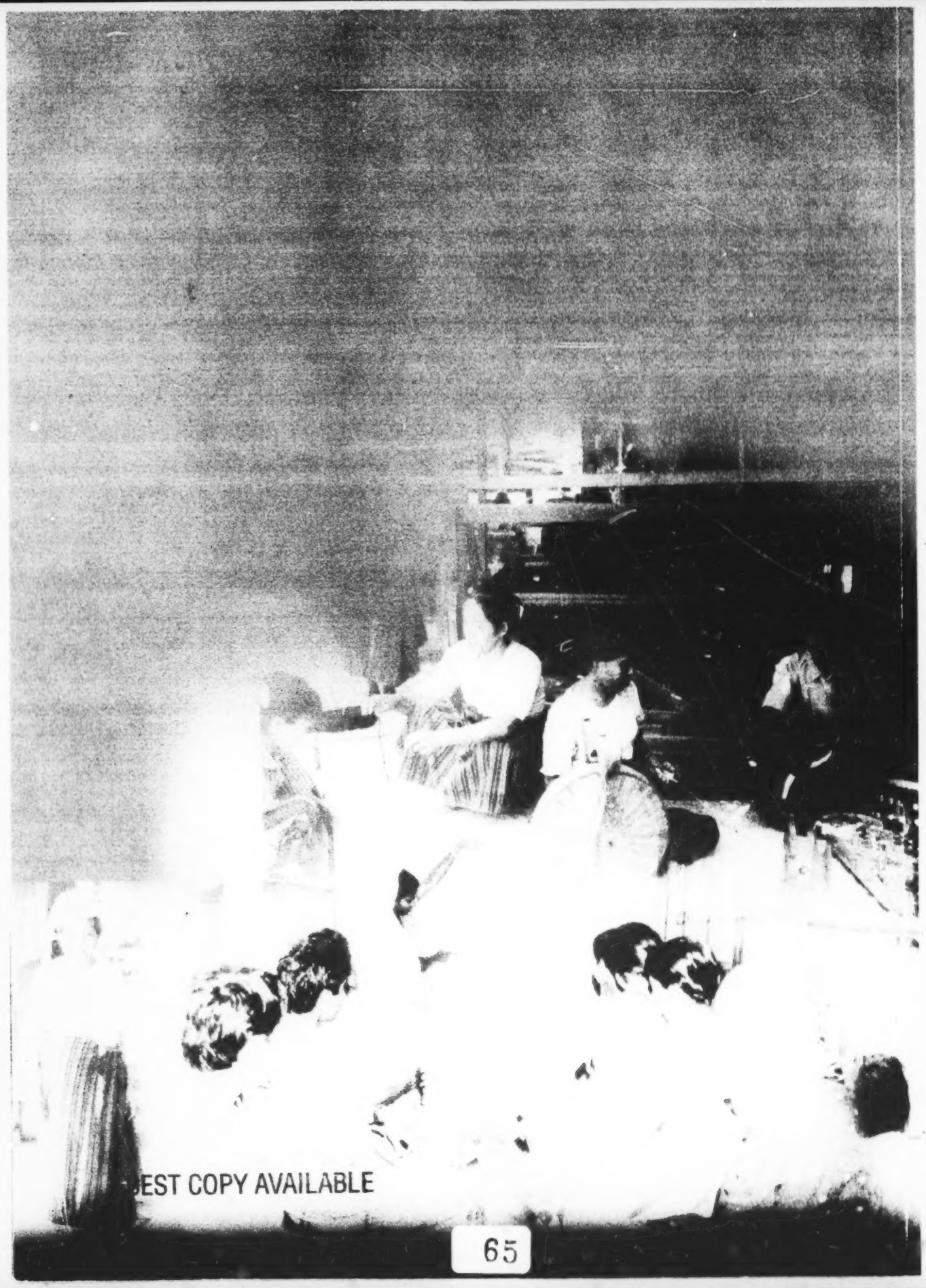
4. **Problems encountered (25 minutes)**

- What type of barriers do women and men encounter to participate and continue in the project?
- How have these barriers been removed/overcome? If they have not been removed, how could they be addressed?

5. **Future plans (25 minutes)**

Preparations for Group Report

- Posters
- Transparencies
- PowerPoint



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